

Homophones and Commonly Confused Words

STUDENT OBJECTIVES

- Identify and use homophones
- Identify and use commonly confused words

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 177–178
- **Practice Worksheets**, Levels A and B, pp. 179–180
- **Reteaching Worksheet**, p. 181

Teach

- 1. Introducing Homophones and Commonly Confused Words:** Write the following sentences on the board and ask students to find in each one a pair of words that have the same sound but different meanings and spellings. Then have students tell the meaning of each of these words.

At some time in the past, he passed the test.

The CD is right here, so you can hear it for yourself.

It's my book, and its cover is torn.

(past/passed; time gone by; to have gone by)

(here/hear; in this place; to receive sound)

(It's/its; it is; belonging to it)

- Tell students that word pairs such as these are **homophones**.
- Explain that it is important to know the meanings and spellings of homophones so they can avoid confusion when they write.

Then write the following sentences on the board and ask students to find a pair of words in each case that are different in sound and spelling, but similar enough to cause confusion. Have students tell the meaning of each of these words.

Everyone on the bus was quiet except Jamal, who was quite noisy.

We heard the weather report, but whether we believe it is something else again.

We were all ready to go to the movie, but Chico had already seen it.

(quiet/quite; without noise; to a considerable degree)

(weather/whether; atmospheric conditions; a word that helps express a choice)

(all ready/already; fully ready; before or by this time)

- Tell students that these pairs of words are frequently confused and incorrectly used for each other.
- Explain that it is important to learn the meanings and spellings of these commonly confused words.

HOMOPHONES AND COMMONLY CONFUSED WORDS, CONTINUED

2. Teaching Homophones and Commonly Confused Words: Distribute the **Lesson**

Summary and review the **Academic Vocabulary**. Then ask students to read aloud the pairs of homophones and commonly confused words and their meanings.

- **Homophones:** Elicit that words such as *hear/here* and *you're/your* are homophones because they sound the same.
- **Commonly Confused Words:** Words like *except/accept* and *loose/lose* are pronounced slightly differently but are close enough to be easily confused.
- To help students hear slight differences in the pronunciation of commonly confused words, emphasize the differing consonant or vowel sounds.

| | |
|-------------------|--------------|
| accept (ăk sept') | loose (lōōs) |
| except (ĭk sept') | lose (lōōz) |

- Then share these easy tips with students.

all ready/already—If you can use the word *ready* by itself, write *all ready*.

capital/capitol—A capitol building has a dome.

peace/piece—a piece of pie.

principal/principle—Principals sometimes try to be pals.

- Tell students that the words listed on the **Lesson Summary** are not the only homophones or commonly confused words. Elicit or suggest other examples.
(*Sample: one/won, stake/steak, toe/tow, than/then, warn/worn*)

3. Guided Practice: Walk through the **Here's How** on the **Lesson Summary**.

- Call on volunteers to supply original sentences that use the words listed on the **Lesson Summary**. Ask students to tell what each word means. (*Sample: There is no one **here**. [here: in this place] At least, I didn't **hear** anyone. [hear: to listen to]*)
- Remind students to use the dictionary if they are ever confused about the meanings of homophones or words that sound similar.

QUICK CHECK. To test students' understanding of the lesson, write each sentence in the box below on the board. Ask students to identify the word in parentheses that correctly completes the sentence.

1. Ceramics is creative and (its / it's) fun too. (*it's*)
2. My parents heard (your / you're) planning a party for me. (*you're*)
3. Scrooge is the (principal / principle) character in *A Christmas Carol*. (*principal*)

Practice and Apply

Activities involving homophones and commonly confused words appear on pp. 179–180.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

Answer Key: Practice Worksheet A

1. *peace: calm; piece: a portion of* 2. *hear: listen to; here: in this place* 3. *You're: you are; your: belonging to you* 4. *Who's: who is; whose: belonging to who* 5. *principal: head of a school; principle: rule or belief* 6. *one: the person who; won: came in first* 7. *warn: caution; worn: old and frayed* 8. *who's* 9. *accept* 10. *lose* 11. *capitol* 12. *then*

Answer Key: Practice Worksheet B

1. *capital* 2. *C* 3. *It's* 4. *Whose* 5. *C* 6. *piece* 7. *quite* 8. *C* 9. *How* Sentences will vary. Sample responses: 10. *Who's going to the party?* 11. *I got all the answers correct, except one.* 12. *Honesty is a good principle to live by.* 13. *I already know what you'll say.* 14. *This rope should be tight, not loose.* 15. *The capitol has a huge dome.*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should answer ten of the items correctly.
- **Practice Worksheet B:** Students should answer thirteen of the items correctly.

For students who need reteaching, review the **Lesson Summary**. Focus on the **Here's How** using examples from **Practice Worksheet A**. Then have students complete the **Reteaching Worksheet**, p. 181.

Answer Key: Reteaching Worksheet

1. *b* 2. *h* 3. *e* 4. *c* 5. *d* 6. *j* 7. *a* 8. *i* 9. *g*
10. *f* 11. *loose* 12. *capitol* 13. *lose* 14. *accept* 15. *Whose*
16. *weather*